

TCAP 2019–20 Score Reports

These score reports detail your child's performance on TCAP and provide you with some information on what to do next. Please look through this brochure to learn more and see how you can engage to further support your student.

What do these scores tell me?

In Tennessee, we have set a high bar for our students that is based on the expectation Tennessee educators have set for what students should know and be able to do each year.

These results will help us understand better how to support students' growth toward readiness for opportunities for academic growth. In the long-term, we now have better feedback to help students get and stay on track earlier, before they take a college admissions test or apply for a job.





This is a big-picture feedback tool

State tests are just one measure of a child's readiness, but they give us unique feedback. This is a chance for educators, families, and students to talk about how to support our students' growth toward their goals, make sure they are ready for each step of the way, and take early action to help them get back on track. TCAP provides a moment to step back and see how your student is meeting the academic expectations for their grade level, as well as how they are doing compared to their peers across the state who took the same test.



Students are learning and growing

Tennessee has been transitioning to higher academic expectations, and TCAP is the way we see how students are meeting those expectations. Test scores dip when we set a higher bar. This does not mean your child is learning less or that our teachers are not working hard every day; it means we have a fuller picture about how our students are progressing based on expectations set for students as they move from one grade to the next. Reassure your students that they are capable of doing the hard work needed to succeed and that our teachers are there to help. Over the next few years, as our students gain the skills and knowledge to meet those expectations, performance on TCAP will also improve.



We are continuing to make progress

Tennessee is still one of the fastest improving states in the country. In 2018, a national education study ranked Tennessee as No. 1 in closing the "honesty gap"—or the gap between Tennessee's performance on our state test and the National Assessment of Educational Progress (NAEP), which is seen as a key benchmark for college and career readiness. The study also highlighted that Tennessee is the top example of a state that is both raising standards—in fact, they said our academic expectations deserve an "A"—and seeing improvements in students' performance. We are incredibly proud of the hard work of our teachers and students, and we are committed to supporting them as we move forward.

Grade: 9

Teacher of Record: LASTNAME, FIRSTNAME - 99999

TN SCHOOL

USID: 999999999

Test Date: [Year] [Admin]

TN SCHOOL DISTRICT

SUBJECT	PERFORMANCE LEVEL	OVERALL SCORE
ENGLISH I	LEVEL 2	291



- A

Subject area being reported on this document.
- B

Student’s overall performance level in the subject being reported.
- C

Student’s overall scale score* on the test for this subject area.

*A scale score is a conversion of a student’s raw score (number correct out of total questions) on a test to a common scale that allows for a numerical comparison between students. Because there are multiple forms of each test administered, a scale score allows us to make apples to apples comparisons between students and from year to year. For additional information, see the link in the “Additional Resources” section on our website at: <http://familyreport.tnedu.gov>

D

This section shows your student’s score in comparison to the average student score in your student’s school, district, and state for this particular subject area. Use this information to better understand how your student’s performance compares with the performance of other students on this test.

E

The probable range in the student’s overall score on this test is plus or minus a set number of points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be over-interpreted.
- Sample Report

Sample Report

FIRSTNAME scores within the Level 2 range on the English I End of Course (EOC) exam. This student may need assistance to be on-track for postsecondary and career readiness.

Generally, students who score at this level demonstrate they have a partial understanding of the literacy concepts and analytical skills expected of high school students.

Level 4 F	Mastered	Performance at this level demonstrates that the student has an extensive understanding and expert ability to apply the English I EOC knowledge and skills as defined by the Tennessee Academic Standards.
Level 3	On-Track	Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the English I EOC knowledge and skills as defined by the Tennessee Academic Standards.
Level 2	Approaching	Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the English I EOC knowledge and skills as defined by the Tennessee Academic Standards.
Level 1	Below	Performance at this level demonstrates that the student has a minimal understanding and nominal ability to apply the English I EOC knowledge and skills as defined by the Tennessee Academic Standards.

Information provided by your child's school indicates the ELA test was read aloud to your child as required by his or her Individual Education Plan (IEP), 504 plan or Individualized Learning Plan (ILP). Reading results should be considered with this in mind. Contact your child's school for additional information.

F

Performance levels describe how well a student has met the expectations of the content area based on Tennessee Academic Standards. Performance levels align to scale score cuts established by Tennessee educators. Level 3 indicates that your student is on track, and Level 4 indicates that your student has mastered the content standards and is fully prepared for the next course. Levels 1 and 2 indicate that your student is not on track for meeting the content area expectations and needs additional support in order to prepare for their next course.

G

This area shows the percentage of students who scored at each performance level at the school, district, and state levels. Use these percentages to see how your student's performance level compares with other students taking this test.

Percent of students scoring at each level	Performance Level Comparison		
	School	District	State
Level 4	70%	10%	9%
Level 3	14%	32%	27%
Level 2	15%	40%	44%
Level 1	<5%	18%	20%

Subscore Rating indicates how a student performed in each **Subscore Category** compared to students who are on-track. Subscores are used to identify potential **Strengths** and **Areas for Improvement**. This is different from the student's overall **Performance Level**, which measures how the student performed compared to the criterion standards set by teachers and other educators in Tennessee.

ENGLISH I

Subscore Category	Students demonstrate understanding by ...	Subscore Rating	Points Possible	Student Points Earned
Reading: Literature	reading and analyzing fiction, drama and poetry for grades 9-10.	Lower ↓	0–99	99
Reading: Informational Text	reading and analyzing non-fiction for grades 9-10.	Similar ↔	0–99	99
Reading: Vocabulary	using context clues to determine the meaning of words and phrases in text for grades 9-10.	Higher ↑	0–99	99
Written Expression	effectively organizing writing for clarity, using relevant evidence from the text to thoroughly develop a topic, applying knowledge of language to make effective choices for meaning or style, and correctly using the rules of standard English.	Lower ↓	0–99	99
Conventions	correctly using the rules of standard English when editing and writing.	Higher ↑	0–99	99
FIRSTNAME's Total ENGLISH I EOC Raw Score = 99/99			0–99	99

LEGEND

↓ **Lower:** earned fewer points than the average student who met the minimum on-track score

↔ **Similar:** earned points comparable to the average student who met the minimum on-track score.

↑ **Higher:** earned more points than the average student who met the minimum on-track score.

M

STRENGTHS

FIRSTNAME may have a strong understanding in these areas:

- Using context clues to determine the meaning of words and phrases
- Editing text for correct grammar, capitalization, punctuation, and spelling
- Composing a piece of writing with only minor errors

AREAS FOR IMPROVEMENT

FIRSTNAME may need to improve skills in these areas:

- Determining the theme or central idea of a fictional text
- Describing how aspects of character are revealed in a text
- Using effective organizational techniques
- Including an effective introduction and conclusion
- Using relevant text evidence to develop ideas
- Explaining and elaborating on the evidence and details provided

NEXT STEPS

Consider the following to increase FIRSTNAME's performance:

- Read and discuss complex text in the 9-10 grade band with others
- Focus on determining the meaning of unknown words using context
- Practice supporting ideas with evidence from both literary and informational text
- Reference the Family Report Guide for more information

Access your student's results and find more detailed information to help you interpret this report at <http://familyreport.tnedu.gov/>. If you have further questions, please contact FIRSTNAME's teacher or principal in TN School District at (800) 123-4567.

Sample Report



The first column of this chart displays the Subscore Categories that were measured on this test.



These statements provide an explanation of the knowledge needed to demonstrate understanding of each Subscore Category.



For each Subscore Category, the Subscore Rating is determined by comparing each student's points earned to the benchmark score. The benchmark score is based on the *average* Points Earned for students who met the minimum score necessary to be considered *on track* (Level 3). These arrows provide a comparison of your student's performance to students who met the minimum score across Tennessee.

See the legend at the bottom to better understand what each arrow graphic means. *The Guide to Test Interpretation* at <https://www.tn.gov/education/assessment/tnready.html> provides additional information about the Subscore Rating.



These columns show the number of points possible and the points your student earned for each Subscore Category.



This displays the total points your student earned compared to the total points possible.



This chart shows the academic areas where your student has demonstrated a strong understanding and where your student needs improvement in the content standards. The right-hand column provides some possible next steps to help your student improve.



Ask Questions

Ask questions, like “Where is my child academically strong, or in need of improvement? Does my child match what the score report indicates? Have you seen progress in the areas that are identified on this report?”



Talk with a Teacher

Take the score report into the next parent-teacher conference with your child’s teacher—and if possible, meet with both his or her teacher from last year and from this year. State tests are just one indicator of progress, so see how this feedback compares to what your child’s teachers have seen in the classroom.



Remind Your Child of the Bigger Picture

Talk about the results with your son or daughter. Assure them that these test scores are only one measure and not the whole picture. Make sure your child understands that the bar was higher this year because the expectations are more rigorous, and these results are intended to give their teachers and families better information about where they are for the purpose of helping them reach that higher goal.



Get Ideas

See if your child’s teacher has ideas about how you can use these results to support your child at home. Is there a specific program, online resources, or regular routine you could develop with your child to strengthen areas where he or she needs to improve? Are there classroom activities or exercises that your child finds particularly engaging?



Help Them Do Their Best

Encourage your child to go above and beyond. Ask your child’s teacher for ideas about how to appropriately challenge him or her to continue pushing, even in areas where your child exceeds expectations.

Next Steps?



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